

# English Curriculum Map



## Year 7

### Rationale and Links to The National Curriculum

At Carnforth High School we have created a curriculum that challenges and inspires students from the beginning of KS3 through to KS4. Our thematic units run across full terms, in which we introduce a quality fiction, or non – fiction text for the students to explore, interrogate, analyse, and evaluate. All reading units in Year 7 build towards ensuring the students are confident with analysing texts in detail. In Year 7, pupils study their first Shakespeare text, along with a novel and a range of inspiring non-fiction. They also read two novels as part of their library lessons, where they also learn valuable research and oracy skills through discussion of the ideas they encounter in their reading.

All reading units are followed by a writing unit, in which the students only focus on improving their writing through the process of moulding, crafting, shaping and re writing regularly. All writing is explicitly and extensively modelled by the teacher. From year 7, we reaffirm the message that ‘writing is never finished’ and that there is always opportunity to improve.

All writing units are followed by a brief oracy unit, linked to the learning, content of the reading unit or based off their fiction or non – fiction writing. All students will have completed nine oracy units by the end of KS3.

Throughout the whole curriculum, key literary, contextual influences and grammatical knowledge known as *Golden Threads* weave throughout reading, writing and oracy units. All students will be repeatedly exposed to these challenging concepts through the study of the range of texts in KS3 and KS4. All Golden Threads have been carefully considered and are bespoke to our curriculum. All Golden Threads have been written to build and impact knowledge and understanding of the chosen KS4 texts.

All students will complete one formal assessment in their red assessment book each half term, this is carefully chosen so that the students can display their learning and will be marked and fed back for improvements.

All KS3 students will complete Sparx Reader for homework. Sparx Reader is being used in our whole school reading initiative, alongside RISE and library lessons to boost the reading levels of all students.

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Key Topics	New Beginnings Fiction Reading Skills I am the Minotaur.	New Beginnings Fiction Writing and Oracy Starting School	Shakespeare and Fantasy – Reading A Midsummer Night’s Dream	Shakespeare and Fantasy – Fiction Writing and Oracy	Powerful Voices – Reading I am Malala	Powerful Voices – Non – Fiction Writing and Oracy

<p><b>Substantive Knowledge</b> (The knowledge the students will develop)</p>	<ul style="list-style-type: none"> <li>• Foreshadowing is a device used by an author to give hints to the reader.</li> <li>• Foreboding describes a feeling that something bad will happen.</li> <li>• A perspective is a point of view which is formed by your experiences</li> <li>• Antagonist is a character who opposes something/someone</li> <li>• Protagonist is the main character</li> <li>• Characterisation is the act of creating a developed character</li> <li>• Connotation is the feeling or idea that an object/symbol evokes, in addition to its literal meaning</li> <li>• Themes refer to recurring ideas throughout a text.</li> </ul>	<ul style="list-style-type: none"> <li>• Metaphors state that one thing is another for effect</li> <li>• Simile states that one thing is 'like' or 'as' another thing for effect</li> <li>• Narrative refers to a story</li> <li>• Pathetic fallacy is the use of weather and the environment to create a specific mood</li> <li>• The writer's use of setting can influence the atmosphere of the text.</li> <li>• Author's often use texts to demonstrate their observations of issues in society</li> <li>• Formality of speech needs to be adapted according to situation.</li> </ul>	<ul style="list-style-type: none"> <li>• Light imagery represents hope, peace, purity and innocence</li> <li>• Violent imagery can create a dark and dangerous atmosphere</li> <li>• Foreshadowing is a device used by an author to give hints to the reader.</li> <li>• Foreboding describes a feeling that something bad will happen.</li> <li>• Antagonist is a character who opposes something/someone</li> <li>• Protagonist is the main character</li> <li>• Shakespeare wrote plays for a Jacobean audience.</li> <li>• Audience's perspectives can change over time.</li> </ul>	<ul style="list-style-type: none"> <li>• Light imagery represents hope, peace, purity and innocence</li> <li>• Violent imagery can create a dark and dangerous atmosphere</li> <li>• Dark imagery represents evil, villainy and hopelessness</li> <li>• Foreshadowing is a device used by an author to give hints to the reader.</li> <li>• Foreboding describes a feeling that something bad will happen.</li> <li>• A convention is an expected feature of a genre.</li> <li>• A text/character must not follow all the conventions of a genre to be considered a part of it.</li> <li>• Tone of voice and gesture are important parts of communication.</li> <li>• A listening audience will demand different communication from a reader.</li> </ul>	<ul style="list-style-type: none"> <li>• A perspective is a point of view which is formed by your experiences</li> <li>• A convention is an expected feature of a genre.</li> <li>• Repetition is a word or phrase which is used over and over for effect</li> <li>• Characterisation is the act of creating a developed character</li> <li>• Author's often use texts to demonstrate their observations of issues in society</li> <li>• Powerful speakers use a range of rhetorical devices to engage an audience.</li> </ul>	<ul style="list-style-type: none"> <li>• Speeches are used to persuade listening.</li> <li>• A listening audience requires a different type of language from a reader.</li> <li>• A perspective is a point of view which is formed by your experiences</li> <li>• Repetition is a word or phrase which is used over and over for effect</li> <li>• Rhetorical questions encourage the listener to think about their views.</li> <li>• Emotive language is language that evokes emotions.</li> <li>• Ethos is credibility.</li> <li>• Logos is logical information such as facts and opinions.</li> <li>• Pathos is the craft of making the audience feel something.</li> <li>• Good speeches balance logos, ethos and pathos.</li> </ul>
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<p><b>Disciplinary Knowledge</b> (The skills and approaches that students will develop)</p>	<ul style="list-style-type: none"> <li>Identify key information in texts.</li> <li>Use evidence to support ideas within a text.</li> <li>Analyse how a writer uses language to influence the thoughts of the reader.</li> </ul>	<ul style="list-style-type: none"> <li>Structure a cohesive narrative.</li> <li>Choose vocabulary for effect.</li> <li>Craft and improve sentences for effect.</li> <li>Use figurative devices such as metaphor and simile.</li> <li>Adapt speech according to situation.</li> </ul>	<ul style="list-style-type: none"> <li>Retrieve information from texts.</li> <li>Use evidence to support ideas about characters and themes in a text.</li> <li>Analyse how a writer uses language to appeal to an audience.</li> </ul>	<ul style="list-style-type: none"> <li>Redraft and improve writing to develop a narrative.</li> <li>Develop vocabulary for effect.</li> <li>Use a range of literal and figurative devices to create a narrative within a genre.</li> <li>Vary sentence structures for effect.</li> </ul>	<ul style="list-style-type: none"> <li>Retrieve information from texts.</li> <li>Use evidence to support ideas.</li> <li>Analyse how a writer and speaker use language to influence a reader's opinion.</li> </ul>	<ul style="list-style-type: none"> <li>Redraft and improve writing to develop a speech.</li> <li>Develop vocabulary for effect.</li> <li>Balance a range of techniques to create a persuasive speech.</li> <li>Vary sentence structures for effect.</li> <li>Develop paralinguistic features to appeal to an audience.</li> </ul>
<p><b>Assessment</b> (The methods that teachers will use to assess the progress of all students)</p>	<p><b>Baseline assessment:</b> Pupils will undertake a baseline skills assessment. Grammar and reading skills.</p> <p><b>Red book task:</b> Pupils will complete a reading assessment using an extract from the text. Marked with specific feedback that will allow them to respond and improve a specific area</p>	<p><b>Ongoing Green Pen Work:</b> Twice a week, students will improve their own work using specific vocabulary lists.</p> <p><b>Red book task:</b> Pupils will complete an extended, creating writing assessment about one day in school to display their creative abilities. Marked with specific feedback that will allow them to respond and improve a specific area</p>	<p><b>Red book task:</b> Pupils will complete a reading assessment using an extract from the text. Marked with specific feedback that will allow them to respond and improve a specific area.</p>	<p><b>Ongoing Green Pen Work:</b> Twice a week, students will improve their own work using specific vocabulary lists.</p> <p><b>Red book task:</b> Pupils will complete an extended, creating writing assessment with the theme of fantast to display their creative abilities. Marked with specific feedback that will allow them to respond</p>	<p><b>Red book task:</b> Pupils will complete a reading assessment using an extract from the text. Marked with specific feedback that will allow them to respond and improve a specific area.</p>	<p><b>Ongoing Green Pen Work:</b> Twice a week, students will improve their own work using specific vocabulary lists.</p> <p><b>Red book task:</b> Pupils will complete an extended, non - fiction writing assessment to produce a powerful speech. Marked with specific feedback that will allow them to respond</p>

<b>Reading, Writing and Vocabulary</b>	This unit will introduce pupils to a range of vocabulary used to analyse fiction writing. Key words include protagonist, connotations, antagonist and theme.	Pupils will complete a full narrative which will be reviewed and crafted to ensure that the choices of vocabulary, punctuation and sentence structure are effective.	Pupils will engage with the language of Shakespeare and learn how to understand archaic words and phrases. They will use vocabulary specific to analysing dramatic texts.	Pupils will use a range of vocabulary to create impressions of a genre. They will craft and improve language and structure for effect and build vocabulary through the redrafting process.	Pupils will use a range of vocabulary associated with rhetorical texts, including logos, pathos and ethos. They will identify key features of speeches and persuasive writing in order to consider their effects.	Pupils will use subject specific vocabulary to understand how to appeal to a listening audience. They will identify techniques in their own writing and use appropriate language to analyse its effect.
<b>Numeracy</b>						
<b>Personal Development</b>	Through the reading of the novel, pupils will discuss ideas around poverty, mental health and the role of young carers as well as friendship, isolation and bullying in and out of school.	This unit encourages pupils to reflect on their own experiences of starting secondary school and they will explore what apprehensions they may have add. They will discuss friendship, change and personal identity through their writing and oracy work.	Through the analysis of themes in the play, pupils will discuss friendships, relationships, social hierarchies and marriage.	Through the oracy aspect, pupils will build confidence in speaking in front of peers. This will build throughout the key stages and make them more confident presenters.	Pupils will discuss the ways that people in a range of circumstances have been affected by significant world events. They will look at the roles of different influential figures.	Through persuasive writing, pupils will continue to grow in confidence and choose an issue of current interest to write a speech about.

# English Curriculum Map



## Year 8

### Rationale and Links to The National Curriculum

At Carnforth High School we have created a curriculum that challenges and inspires students from the beginning of KS3 through to KS4. Our thematic units run across full terms, in which we introduce a quality fiction, or non – fiction text for the students to explore, interrogate, analyse, and evaluate. All reading units in Year 8 build towards ensuring the students are confident with analysing texts in detail. In Year 8, pupils study their first 19<sup>th</sup> century text, along with a play and a range of short stories and non-fiction. They also read two novels as part of their library lessons, where they also learn valuable research and oracy skills through discussion of the ideas they encounter in their reading.

All reading units are followed by a writing unit, in which the students only focus on improving their writing through the process of moulding, crafting, shaping and re writing regularly. All writing is explicitly and extensively modelled by the teacher. From year 7, we reaffirm the message that ‘writing is never finished’ and that there is always opportunity to improve.

All writing units are followed by a brief oracy unit, linked to the learning, content of the reading unit or based off their fiction or non – fiction writing. All students will have completed nine oracy units by the end of KS3.

Throughout the whole curriculum, key literary, contextual influences and grammatical knowledge known as *Golden Threads* weave throughout reading, writing and oracy units. All students will be repeatedly exposed to these challenging concepts through the study of the range of texts in KS3 and KS4. All Golden Threads have been carefully considered and are bespoke to our curriculum. All Golden Threads have been written to build and impact knowledge and understanding of the chosen KS4 texts.

All students will complete one formal assessment in their red assessment book each half term, this is carefully chosen so that the students can display their learning and will be marked and fed back for improvements.

All KS3 students will complete Sparx Reader for homework. Sparx Reader is being used in our whole school reading initiative, alongside RISE and library lessons to boost the reading levels of all students.

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Key Topics	Exploration of the Gothic - Reading Frankenstein Play	Exploration of the Gothic – Fiction Writing Gothic Description and Narratives and Oracy	Crime and Mystery – Reading Crime and Mystery Short Stories	Crime and Mystery – Fiction Writing Crime and Mystery Description and Narratives and Oracy	Adventures: 19 <sup>th</sup> Century Texts - Reading Around the World in 80 Days	Adventures: 19 <sup>th</sup> Century Texts – Non – Fiction Writing Travel Writing (Speeches and Reviews) and Oracy

<p><b>Substantive Knowledge</b> (The knowledge the students will develop)</p>	<ul style="list-style-type: none"> <li>• Light imagery represents hope, peace, purity and innocence</li> <li>• Violent imagery can create a dark and dangerous atmosphere</li> <li>• The writer's use of setting can influence the atmosphere of the text.</li> <li>• Supernatural themes/characters can be seen as malicious, evil and omniscient.</li> <li>• Hamartia is a character's fatal flaw</li> <li>• Hubris is having excessive pride or self-confidence</li> <li>• Location can create a feeling for the reader which impacts the understanding of the text.</li> <li>• Nature predates mankind and is therefore more pure and powerful</li> <li>• Nature is often viewed as a power which humanity has tried to control</li> </ul>	<ul style="list-style-type: none"> <li>• Gothic literature has set conventions which stem from Victorian beliefs.</li> <li>• The Everyman is a character who reflects society's thoughts and beliefs.</li> <li>• The Innocent Archetype is a pure character who is a victim of the villain (often women and children)</li> <li>• There are Seven Deadly Sins: pride, greed, wrath, envy, lust, gluttony and sloth</li> <li>• The Seven Deadly sins are often linked to a character's downfall</li> <li>• Damsel in distress is a helpless victim</li> <li>• The use of colour imagery creates a sense of evil and fear.</li> <li>• The use of nature imagery can develop gothic narratives.</li> </ul>	<ul style="list-style-type: none"> <li>• Texts which impose time limits can create tension</li> <li>• Something is mundane if it is dull and ordinary</li> <li>• Adding precise detail can be a method to slow the pace of a plot</li> <li>• Symbolism is using objects and images to represent big ideas</li> <li>• Symbolism can be used to build detail about characters or settings</li> <li>• Loyalty is often seen as an admirable trait.</li> <li>• Betrayal is often displayed by villainous characters.</li> <li>• Betrayal involves lying, deception and disloyalty and often results in severe consequences.</li> </ul>	<ul style="list-style-type: none"> <li>• Stoicism is the belief that one should find strength and meaning within oneself to live a positive life</li> <li>• Sanity refers to the ability to behave in a stable and rational manner</li> <li>• Insanity refers to an ongoing state of extreme mental illness which causes abnormal behaviours.</li> <li>• Deus ex machina refers to an unexpected or intangible event in a plot.</li> <li>• A villain is an evil character</li> <li>• The Everyman is a character who reflects society's thoughts and beliefs.</li> <li>• The Innocent Archetype is a pure character who is a victim of the villain (often women and children)</li> <li>• Exposition refers to part of a story where explanation is given.</li> <li>• Red herring is a misleading clue in a plot</li> <li>• The Other is an outcast in society</li> </ul>	<ul style="list-style-type: none"> <li>• 19<sup>th</sup> Century values may be very different from 21<sup>st</sup> values.</li> <li>• Patriotism is a strong love and support for one's country.</li> <li>• References to nature often symbolise purity and beauty</li> <li>• Social norms refer to the expectations and rules of society</li> <li>• Social norms are dependent on epoch and location.</li> <li>• Corruption is dishonest conduct from leaders, often involving bribery or fraud</li> <li>• Friendship is a form of relationship and bond between two people.</li> <li>• Friendships are often portrayed in literature as pure and a form of happiness.</li> <li>• A philosophical belief is a strongly and genuinely held belief about human life</li> <li>• Stoicism is the belief that one should find strength and meaning within oneself to live a positive life</li> </ul>	<ul style="list-style-type: none"> <li>• Pathos is the appeal to the emotions of an audience.</li> <li>• Logos is the appeal to the need for logical argument.</li> <li>• Ethos is the credibility of a speaker.</li> <li>• Rhetorical language is the language of persuasion.</li> <li>• Speeches should have a balance of logos, pathos and ethos.</li> <li>• Language of speeches should be formal and inclusive for an audience.</li> </ul>
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					<ul style="list-style-type: none"> <li>• A stereotype is a widely held but oversimplified belief</li> </ul>	
<b>Disciplinary Knowledge</b> (The skills and approaches that students will develop)	<ul style="list-style-type: none"> <li>• Identify key information in texts.</li> <li>• Retrieve the most relevant information.</li> <li>• Create a thesis statement in response to a question.</li> <li>• Use evidence to support ideas about a text.</li> <li>• Analyse how language is used for effect.</li> </ul>	<ul style="list-style-type: none"> <li>• Redraft and improve writing to develop a narrative.</li> <li>• Develop vocabulary for effect.</li> <li>• Use a range of literal and figurative devices to create a narrative within a genre.</li> <li>• Vary sentence structures for effect.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify how writers make language choices to portray meaning to the reader?</li> <li>• Use evidence from a text to support ideas.</li> <li>• Analyse language used by a writer.</li> <li>• Identify the features and conventions of the crime and mystery genre.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore how to craft language choices to portray meaning to the reader.</li> <li>• Develop vocabulary for effect.</li> <li>• Use a range of literal and figurative devices to create a narrative within a genre.</li> <li>• Build character through description, dialogue and actions.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify key information in texts.</li> <li>• Retrieve the most relevant information.</li> <li>• Create a thesis statement in response to a question.</li> <li>• Use evidence to support ideas about a text.</li> <li>• Analyse how language is used for effect.</li> </ul>	<ul style="list-style-type: none"> <li>• Use pathos for effect.</li> <li>• Use logos for effect.</li> <li>• Use ethos for effect.</li> <li>• How do writers use emotional language for effect?</li> <li>• Identify suitable strategies to appeal to reading and listening audiences.</li> <li>• Craft and redraft writing in specific formats.</li> </ul>
<b>Assessment</b> (The methods that teachers will use to assess the progress of all students)	<b>Red book task:</b> Pupils will complete a reading assessment using an extract from the text. Marked with specific feedback that will allow them to respond and improve a specific area.	<b>Ongoing Green Pen Work:</b> Twice a week, students will improve their own work using specific vocabulary lists.  <b>Red book task:</b> Pupils will complete an extended, creating writing assessment creating a Gothic environment to display their creative abilities. Marked with specific feedback that will allow them to respond and improve a specific area.	<b>Red book task:</b> Pupils will complete a reading assessment using an extract from the text. Marked with specific feedback that will allow them to respond and improve a specific area.	<b>Ongoing Green Pen Work:</b> Twice a week, students will improve their own work using specific vocabulary lists. <b>Red book task:</b> Pupils will complete an extended, creating writing assessment building a mystery story to display their creative abilities. Marked with specific feedback that will allow them to respond and improve a specific area	<b>Red book task:</b> Pupils will complete a reading assessment using an extract from the text. Marked with specific feedback that will allow them to respond and improve a specific area.	<b>Red book task:</b> Pupils will complete a reading assessment using an extract from the text. Marked with specific feedback that will allow them to respond and improve a specific area.

<b>Reading, Writing and Vocabulary</b>	Pupils will develop their understanding of pre1900 texts by reading extracts from other gothic novels associated with Frankenstein.	Pupils will complete a full narrative which will be reviewed and crafted to ensure that the choices of vocabulary, punctuation and sentence structure are effective.	Pupils will read a range of classic detective fiction and develop their understanding of vocabulary used within the crime genre.	Pupils will complete a full narrative which will be reviewed and crafted to ensure that the choices of vocabulary, punctuation and sentence structure are effective.	Pupils will learn how to understand complex vocabulary by applying contextual information and considering what they already know in a text.	Pupils will use language to specifically target purpose, audience and format of a range of texts, with consideration of the most appropriate vocabulary when considering the audience.
<b>Numeracy</b>						
<b>Personal Development</b>	Pupils will discuss the ethics of scientific advances and identify how morality may be viewed according to circumstances.	Pupils will continue to build confidence in oracy in order to prepare them for presentations, interviews and group tasks when they leave school.	Pupils will continue to identify moral issues in society and how people react in different circumstance. They will look at a range of roles within the law and how different jobs are needed at different points.	Pupils will continue to build confidence in oracy in order to prepare them for presentations, interviews and group tasks when they leave school.	Pupils will discuss some of the attitudes within the novel and whether understanding of different cultures has changed over time.	Pupils will continue to build confidence in oracy in order to prepare them for presentations, interviews and group tasks when they leave school.



# English Curriculum Map



## Year 9

### Rationale and Links to The National Curriculum

At Carnforth High School we have created a curriculum that challenges and inspires students from the beginning of KS3 through to KS4. Our thematic units run across full terms, in which we introduce a quality fiction, or non – fiction text for the students to explore, interrogate, analyse, and evaluate. All reading units in Year 9 build towards ensuring the students are confident with analysing texts in detail. In Year 9, pupils study their second Shakespear text, along with a novel and a range of poetry and non-fiction.

All reading units are followed by a writing unit, in which the students only focus on improving their writing through the process of moulding, crafting, shaping and re writing regularly. All writing is explicitly and extensively modelled by the teacher. From year 7, we reaffirm the message that ‘writing is never finished’ and that there is always opportunity to improve.

All writing units are followed by a brief oracy unit, linked to the learning, content of the reading unit or based off their fiction or non – fiction writing. All students will have completed nine oracy units by the end of KS3.

Throughout the whole curriculum, key literary, contextual influences and grammatical knowledge known as *Golden Threads* weave throughout reading, writing and oracy units. All students will be repeatedly exposed to these challenging concepts through the study of the range of texts in KS3 and KS4. All Golden Threads have been carefully considered and are bespoke to our curriculum. All Golden Threads have been written to build and impact knowledge and understanding of the chosen KS4 texts.

All students will complete one formal assessment in their red assessment book each half term, this is carefully chosen so that the students can display their learning and will be marked and fed back for improvements.

All KS3 students will complete Sparx Reader for homework. Sparx Reader is being used in our whole school reading initiative, alongside RISE and library lessons to boost the reading levels of all students.

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Key Topics	Shakespeare and Poetry – Reading Romeo and Juliet	Shakespeare and Unseen Poetry – Non – Fiction Writing and Oracy(Articles and Letters)	The Power of Allegory – Fiction Reading Animal Farm	The Power of Allegory – Fiction Writing Allegory Writing and Oracy	The Art of Rhetoric: Finding Your Voice – Reading	The Art of Rhetoric: Finding Your Voice – Non Fiction Writing (Speeches) and Oracy

<p><b>Substantive Knowledge</b> (The knowledge the students will develop)</p>	<ul style="list-style-type: none"> <li>• Light imagery represents hope, peace, purity and innocence</li> <li>• Violent imagery can create a dark and dangerous atmosphere</li> <li>• Dark imagery represents evil, villainy and hopelessness</li> <li>• Foreshadowing is a device used by an author to give hints to the reader.</li> <li>• Dramatic irony is a theatrical device where the audience has greater knowledge than the character.</li> <li>• Dramatic irony can be used to make characters seem foolish.</li> <li>• Religious imagery can be used to give an impression of purity, power and perfection</li> <li>• A sonnet is a love poem with 14 lines which may contain a volta</li> </ul>	<ul style="list-style-type: none"> <li>• Sibilance is the repetition of 's' and 'sh' sounds, and generally has a calming effect</li> <li>• Plosive alliteration is the repetition of harsh, plosive sounds such as 'b' 't' 'k' 'd' and has a violent and aggressive tone</li> <li>• Characterisation is the act of creating a developed character</li> <li>• Meter is the term used to describe rhythm.</li> <li>• Connotation is the feeling or idea that an object/symbol evokes, in addition to its literal meaning</li> <li>• Hyperbole refers to exaggeration</li> <li>• Line break is the technical term used for starting on a new line of a poem.</li> <li>• Metaphors state that one thing is another for effect</li> <li>• Simile states that one thing is 'like' or 'as' another thing for effect</li> </ul>	<ul style="list-style-type: none"> <li>• Violent imagery can create a dark and dangerous atmosphere</li> <li>• Foreshadowing is a device used by an author to give hints to the reader.</li> <li>• Dramatic irony is a theatrical device where the audience has greater knowledge than the character.</li> <li>• A convention is an expected feature of a genre.</li> <li>• Symbolism is using objects and images to represent big ideas</li> <li>• Symbolism can be used to build detail about characters or settings</li> <li>• In literature, the passing of time is used to symbolise healing (of wounds, relationships, worries etc)</li> </ul>	<ul style="list-style-type: none"> <li>• Personification is giving human features to an object/animal</li> <li>• Hyperbole refers to exaggeration</li> <li>• Metaphors state that one thing is another for effect</li> <li>• Simile states that one thing is 'like' or 'as' another thing for effect</li> <li>• The writer's use of setting can influence the atmosphere of the text.</li> <li>• Texts which impose time limits can create tension</li> <li>• Adding precise detail can be a method to slow the pace of a plot</li> <li>• Symbolism is using objects and images to represent big ideas</li> <li>• Symbolism can be used to build detail about characters or settings</li> </ul>	<ul style="list-style-type: none"> <li>• Listing can be asyndetic (without conjunctions) or polysyndetic (with conjunctions) and create a sense of being overwhelmed or detailed</li> <li>• Colloquialism refers to slang or other informal language; they are often used to show familiarity</li> <li>• Oxymoron is the use of contradictory terms next to one another</li> <li>• Polyptoton is the repeated use of words from the same root (e.g. strong, strength)</li> <li>• A philosophical belief is a strongly and genuinely held belief about human life</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Listing can be asyndetic (without conjunctions) or polysyndetic (with conjunctions) and create a sense of being overwhelmed or detailed</li> <li>• Colloquialism refers to slang or other informal language; they are often used to show familiarity</li> <li>• Oxymoron is the use of contradictory terms next to one another</li> <li>• Polyptoton is the repeated use of words from the same root (e.g. strong, strength)</li> <li>• Symbolism is using objects and images to represent big ideas</li> </ul>
<p><b>Disciplinary Knowledge</b> (The skills and approaches)</p>	<ul style="list-style-type: none"> <li>• Use current knowledge to build confidence accessing</li> </ul>	<ul style="list-style-type: none"> <li>• Use language to target audience effectively.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify how writers make language choices to portray meaning to the reader</li> </ul>	<ul style="list-style-type: none"> <li>• Use precise nouns for effect</li> <li>• Use precise verbs for effect</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the features of powerful speech writing.</li> <li>• Make language choices to portray</li> </ul>	<ul style="list-style-type: none"> <li>• Use pathos for effect.</li> <li>• Use logos for effect.</li> <li>• Use ethos for effect.</li> </ul>

that students will develop)	<p>Shakespearean language.</p> <ul style="list-style-type: none"> <li>Identify how writers make language choices to portray meaning to the reader.</li> <li>Use details from a text to support ideas.</li> <li>Analyse texts to search for meaning.</li> <li>Understand the archetypes of tragedy.</li> </ul>	<ul style="list-style-type: none"> <li>Adapt writing so that it is appropriate for purpose.</li> <li>Understand how to format articles and letters. Accurately.</li> <li>Adapt speech to meet the needs of audience and purpose.</li> </ul>	<ul style="list-style-type: none"> <li>Use details from a text to support arguments.</li> <li>Analyse texts to search for meaning.</li> <li>Identify the features and conventions of an allegory.</li> </ul>	<ul style="list-style-type: none"> <li>Use precise imagery for effect.</li> <li>Use precise colour imagery for effect</li> <li>Use a range of descriptive techniques to create a suitable atmosphere for the writing genre</li> </ul>	<p>meaning to the reader</p> <ul style="list-style-type: none"> <li>Use details from a text to support arguments.</li> <li>Analyse texts to search for meaning.</li> <li>Compare texts to evaluate effective speech writing.</li> </ul>	<ul style="list-style-type: none"> <li>Use emotional language for effect.</li> <li>Target audience effectively.</li> <li>Create and maintain high levels of formality in non – fiction writing.</li> </ul>
<b>Assessment</b> (The methods that teachers will use to assess the progress of all students)	<p><b>Red book task:</b> Pupils will complete a reading assessment using an extract from the text. Marked with specific feedback that will allow them to respond and improve a specific area.</p>	<p><b>Ongoing Green Pen Work:</b> Twice a week, students will improve their own work using specific vocabulary lists.</p> <p><b>Red book task:</b> Pupils will complete 2 non-fiction writing tasks appropriate for audience, purpose and format.</p>	<p><b>Red book task:</b> Pupils will complete a reading assessment using an extract from the text. Marked with specific feedback that will allow them to respond and improve a specific area.</p>	<p><b>Ongoing Green Pen Work:</b> Twice a week, students will improve their own work using specific vocabulary lists.</p> <p><b>Red book task:</b> Pupils will complete an extended, creating writing assessment building a mystery story to display their creative abilities. Marked with specific feedback that will allow them to respond and improve a specific area.</p>	<p><b>Red book task:</b> Pupils will complete a reading assessment using an extract from the anthology of speeches. Marked with specific feedback that will allow them to respond and improve a specific area.</p>	<p><b>Ongoing Green Pen Work:</b> Twice a week, students will improve their own work using specific vocabulary lists.</p> <p><b>Red book task:</b> Pupils will complete a speech appropriate for audience, purpose and format. They will present the speech to an audience.</p>
<b>Reading, Writing and Vocabulary</b>	Pupils will continue to build their knowledge of Shakespearean language as well as gaining confidence with unfamiliar vocabulary	Pupils will explore higher level vocabulary and how to adapt language for audience, purpose and format.	Pupils will explore complex vocabulary around a classic allegorical text, linking language to context and historical importance.	Pupils will explore higher level vocabulary and how to adapt language for audience, purpose and format.	Pupils will explore a range of inspiring speeches and look at how writers judiciously select vocabulary for the purpose of persuasion.	Pupils will explore higher level vocabulary and how to adapt language for audience, purpose and format.

	buy applying context clues and focusing on the knowledge they already have.					
<b>Numeracy</b>						
<b>Personal Development</b>	Pupils will consider moral questions around relationships, family and justice.	Pupils will continue to build confidence in oracy in order to prepare them for presentations, interviews and group tasks when they leave school.	Pupils will discuss attitudes towards society in the novel and the ways that real life events influence people's opinions on social issues.	Pupils will continue to build confidence in oracy in order to prepare them for presentations, interviews and group tasks when they leave school.	Pupils will look at real world issues that have been affected by powerful speeches and their part in social change.	Pupils will continue to build confidence in oracy in order to prepare them for presentations, interviews and group tasks when they leave school.

# English Curriculum Map



## Year 10

### Rationale and Links to The National Curriculum

At GCSE, all pupils follow the Eduqas English Language and English Literature specifications. They study a range of texts, chosen to further develop the skills that they have been practising at GCSE and deepen their knowledge of literary and linguistic concepts. In addition, pupils will be guided through essential skills that they need to develop in order to apply skills and knowledge in exam situations.

Through Year 10 and 11, essential reading and writing skills are taught and are applied to fiction and non-fiction texts and pupils learn how to use contextual information and understanding to link meanings to social and historical ideas. In addition, they work on deepening their understanding of texts, through analysis, comparison and evaluation of ideas across texts.

Within their writing, pupils will use what they have learned from other texts to enable them to write creative and non-fiction texts in a way that appeals to a reader and suits the audience, purpose and format. They will craft and redraft writing so that language is used with precision and is accurate and clear.

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Key Topics	<b>An Inspector Calls and English Language Reading (P1/P2)</b>		<b>Macbeth and Non-Fiction Writing</b>		<b>Poetry Anthology and Fiction Writing Overview</b>	
Substantive Knowledge (The knowledge the students will develop)	<ul style="list-style-type: none"> <li>• Foreshadowing is a device used by an author to give hints to the reader.</li> <li>• Dramatic irony is a theatrical device where the audience has greater knowledge than the character.</li> <li>• A text/character must not follow all the conventions of a genre to be considered a part of it.</li> <li>• Repetition is a word or phrase which is used over and over for effect</li> <li>• Anaphora is the repetition of a word or phrase at the start of a sentence</li> <li>• Antagonist is a character who opposes something/someone</li> <li>• Protagonist is the main character</li> </ul>		<ul style="list-style-type: none"> <li>• Light imagery represents hope, peace, purity and innocence</li> <li>• Violent imagery can create a dark and dangerous atmosphere</li> <li>• Dark imagery represents evil, villainy and hopelessness</li> <li>• Foreshadowing is a device used by an author to give hints to the reader.</li> <li>• Dramatic irony is a theatrical device where the audience has greater knowledge than the character.</li> <li>• Stage directions are used to give direction to the director and actors</li> <li>• Foreboding describes a feeling that something bad will happen.</li> </ul>		<ul style="list-style-type: none"> <li>• A sonnet is a love poem with 14 lines which may contain a volta.</li> <li>• Rhyming couplets can be used to show harmony and togetherness.</li> <li>• Half-rhyme can be used to show a lack of harmony.</li> <li>• An ode is a poem dedicated to a particular object/thing.</li> <li>• Enjambment is used to demonstrate strong emotions such as passion, joy or panic.</li> <li>• Caesura is used to emphasise a point within the line</li> <li>• Caesura is used to slow the pace, which can demonstrate sadness and reflection.</li> </ul>	

	<ul style="list-style-type: none"> <li>• Non-fiction writing comes in different formats such as articles, letters and speeches.</li> </ul>	<ul style="list-style-type: none"> <li>• Religious imagery can be used to give an impression of purity, power and perfection</li> <li>• Betrayal involves lying, deception and disloyalty and often results in severe consequences.</li> <li>• Leadership style can often dictate a character's credibility and success</li> <li>• A leader who is elected is a democratic leader</li> <li>• A leader who abuses their power is a tyrant or dictator</li> <li>• Non-fiction texts carefully select language to appeal to a specific audience.</li> </ul>	<ul style="list-style-type: none"> <li>• Consistent structure in a poem's line and stanza lengths can link to organisation, monotony or create a sense of harmony.</li> <li>• Inconsistent structure in a poem's line and stanza lengths can create a sense of chaos or disorganisation</li> <li>• Free verse is a poetic form which does not rely on consistent patterns</li> <li>• Patriotism is a strong love and support for one's country.</li> <li>• Nature is often viewed as a power which humanity has tried to control</li> <li>• Symbolism is using objects and images to represent big ideas</li> <li>• Symbolism can be used to build detail about characters or settings</li> </ul>
<b>Disciplinary Knowledge</b> (The skills and approaches that students will develop)	<ul style="list-style-type: none"> <li>• Identify how Priestley presents each character.</li> <li>• Explore why Priestley chosen to craft characters in this manner.</li> <li>• Explain how the play's structure and form develops plot.</li> <li>• Explore how Priestley represents social and political issues through the play.</li> <li>• Explore how language is used to present characters and themes.</li> <li>• Explore how linked non-fiction texts give information about context.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify how Shakespeare presents each character.</li> <li>• Explore how Shakespeare chosen to craft characters in this manner.</li> <li>• Analyse how the play's structure and form develop plot.</li> <li>• Discuss how Shakespeare represents social issues of Jacobean England through the play.</li> <li>• Analyse how language used to present characters and themes.</li> </ul>	<ul style="list-style-type: none"> <li>• Apply literary and historical context to readings of texts.</li> <li>• Use a range of poetic terminology when analysing language.</li> <li>• Make comparison between language and ideas in texts.</li> <li>• Discuss a writer's intentions.</li> <li>• Use a range of appropriate vocabulary in writing.</li> <li>• Choose sentence types and punctuation for effect.</li> </ul>
<b>Assessment</b> (The methods that teachers will use to assess the progress of all students)	Exam style assessments covering a range of characters and themes, including: Baseline essay: Mr Birling <ul style="list-style-type: none"> <li>• Essay: Write about Sheila and how she is presented in the text.</li> <li>• Essay: Write about the theme of responsibility and how it is presented in the text.</li> <li>• Write about the Inspector and how he is presented in the text</li> </ul>	Exam style assessments covering a range of characters and themes, including: <ul style="list-style-type: none"> <li>• 4x Macbeth exam question</li> <li>• 2x non-fiction writing assessments</li> </ul>	Exam style assessments covering a range of characters and themes, including: <ul style="list-style-type: none"> <li>• 2 x 15 mark single poem question</li> <li>• 2x 25 mark poetry comparison</li> <li>• 2x fiction writing assessments based in past paper tasks</li> </ul>

<b>Reading, Writing and Vocabulary</b>	Pupils will continue to build reading and writing skills in preparation for GCSE including, improving reading/writing stamina/pace; discussion of writer's intentions and using Literary and Linguistic terminology.	Pupils will continue to build reading and writing skills in preparation for GCSE including, improving reading/writing stamina/pace; discussion of writer's intentions and using Literary and Linguistic terminology.	Pupils will continue to build reading and writing skills in preparation for GCSE including, improving reading/writing stamina/pace; discussion of writer's intentions and using Literary and Linguistic terminology.
<b>Numeracy</b>			
<b>Personal Development</b>	Pupils will consider moral questions around relationships, family and justice. They will discuss the impact of social issues on identity and how values are formed.	Pupils will consider moral questions around choices made in search of power. They will discuss the impact of social issues on identity and how values are formed.	Pupils will consider moral questions around relationships, family and justice. They will discuss the impact of social issues on identity and how values are formed.

# English Curriculum Map



## Year 11

### Rationale and Links to The National Curriculum

At GCSE, all pupils follow the Eduqas English Language and English Literature specifications. They study a range of texts, chosen to further develop the skills that they have been practising at GCSE and deepen their knowledge of literary and linguistic concepts. In addition, pupils will be guided through essential skills that they need to develop in order to apply skills and knowledge in exam situations.

Through Year 10 and 11, essential reading and writing skills are taught and are applied to fiction and non-fiction texts and pupils learn how to use contextual information and understanding to link meanings to social and historical ideas. In addition, they work on deepening their understanding of texts, through analysis, comparison and evaluation of ideas across texts.

Within their writing, pupils will use what they have learned from other texts to enable them to write creative and non-fiction texts in a way that appeals to a reader and suits the audience, purpose and format. They will craft and redraft writing so that language is used with precision and is accurate and clear.

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Key Topics	A Christmas Carol and Language Reading Skills		Unseen Poetry and Fiction and Non-Fiction Language Revision		Revision and exams	
Substantive Knowledge (The knowledge the students will develop)	<ul style="list-style-type: none"> <li>Light imagery represents hope, peace, purity and innocence</li> <li>Dark imagery represents evil, villainy and hopelessness</li> <li>Foreshadowing is a device used by an author to give hints to the reader.</li> <li>Religious imagery can be used to give an impression of purity, power and perfection</li> <li>Pathetic fallacy is the use of weather and the environment to create a specific mood</li> <li>In literature, the passing of time is used to symbolise healing (of wounds, relationships, worries etc)</li> </ul>		<ul style="list-style-type: none"> <li>A perspective is a point of view which is formed by your experiences</li> <li>Biography is a text written about someone's life story.</li> <li>Repetition is a word or phrase which is used over and over for effect</li> <li>Anaphora is the repetition of a word or phrase at the start of a sentence</li> <li>Personification is giving human features to an object/animal</li> <li>Juxtaposition/antithesis</li> <li>Sibilance is the repetition of 's' and 'sh' sounds, and generally has a calming effect</li> </ul>		Pupils will work on past papers and examples to ensure that they are prepared for their GCSEs.	



	<ul style="list-style-type: none"> <li>Poverty is lacking the financial resources to ensure a basic standard of living</li> <li>Supernatural prophecies are insights into the future which often lead characters astray.</li> <li>Authors often use texts to demonstrate their observations of issues in society</li> <li>Defiance of morals and social norms will often lead to a downfall.</li> <li>Showing regret and remorse for one's actions will likely lead to forgiveness and redemption.</li> <li>Texts are didactic if they teach the reader/audience a lesson</li> <li>Britain was in a period of industrial revolution throughout the 18th and 19th century which led to wide scale urbanisation and change in people's lives.</li> </ul>	<ul style="list-style-type: none"> <li>Plosive alliteration is the repetition of harsh, plosive sounds such as 'b' 't' 'k' 'd' and has a violent and aggressive tone</li> <li>Listing can be asyndetic (without conjunctions) or polysyndetic (with conjunctions) and create a sense of being overwhelmed or detailed</li> <li>Connotation is the feeling or idea that an object/symbol evokes, in addition to its literal meaning</li> <li></li> </ul>	
<b>Disciplinary Knowledge</b> (The skills and approaches that students will develop)	<ul style="list-style-type: none"> <li>Apply literary and historical context to readings of texts.</li> <li>Use a range of poetic terminology when analysing language.</li> <li>Discuss a writer's intentions.</li> <li>Use a range of appropriate vocabulary in writing.</li> <li>Choose sentence types and punctuation for effect.</li> </ul>	<ul style="list-style-type: none"> <li>Apply literary and historical context to readings of texts.</li> <li>Use a range of poetic terminology when analysing language.</li> <li>Discuss a writer's intentions.</li> <li>Use a range of appropriate vocabulary in writing.</li> <li>Choose sentence types and punctuation for effect.</li> </ul>	<ul style="list-style-type: none"> <li>Timings and key skills for exams.</li> </ul>
<b>Assessment</b> (The methods that teachers will use to assess the progress of all students)	Exam style assessments covering a range of characters and themes, including: <ul style="list-style-type: none"> <li>Essay – Ghosts</li> <li>Mock – Christmas</li> <li>Mock – English Language Paper 1</li> <li>Essay – Childhood</li> <li>Essay - Change</li> </ul>	Exam style assessments covering a range of characters and themes, including: <ul style="list-style-type: none"> <li>1x narrative writing</li> <li>1x non-fiction writing</li> <li>1x 15 mark poetry unseen</li> <li>1x 25 mark poetry unseen</li> <li></li> </ul>	GCSE Exam Practice
<b>Reading, Writing and Vocabulary</b>	Pupils will continue to build reading and writing skills in preparation for GCSE including, improving reading/writing stamina/pace; discussion of writer's	Pupils will continue to build reading and writing skills in preparation for GCSE including, improving reading/writing stamina/pace; discussion of writer's	Pupils will continue to build reading and writing skills in preparation for GCSE including, improving reading/writing stamina/pace; discussion of writer's

	intentions and using Literary and Linguistic terminology.	intentions and using Literary and Linguistic terminology.	intentions and using Literary and Linguistic terminology.
<b>Numeracy</b>			
<b>Personal Development</b>	Pupils will consider moral questions around attitudes to others. They will discuss the impact of social issues on identity and how values are formed.	Pupils will consider moral questions around relationships, family and justice. They will discuss the impact of social issues on identity and how values are formed.	